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ABSTRACT

A vocational center is a joint effort among neighboring districts to provide comprehensive vocational education for K-12 students and adults in the community. Some considerations in planning a center are to: (1) explore the interests of all neighboring schools, (2) appoint a full-time director 1 year before the center will offer programs, (3) survey the community and students, (4) form a governing board, (5) develop a plan for the first year, (6) select facilities, (7) seek staff, and (8) provide for staff to develop or adapt curricula before the program begins. Considerations in operating a center include: (1) reviewing all procedures for developing a center, (2) providing for a variety of adult vocational programs, (3) evaluating the program annually, (4) planning for expansion, (5) planning for career development K-12, (6) working cooperatively with advisory committees, and (7) arranging for curriculum coordination between vocational center programs and nearby post-secondary programs. Information on funding and costs, program and goals, and legislative action is included. (GEB)

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Developing and Operating a Vocational Center

VT014426

State of Minnesota
Department of Education
Vocational-Technical Division

May 17, 1971

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DEFINITIONS

CAREER CLUSTER

Many occupations that are related to each other in competencies required for job performance. (See page 16 for career clusters for secondary-level vocational program.)

CAREER DEVELOPMENT

Self development viewed in relation to orientation, choice, entry, and progress in educational and vocational endeavors.

CAREER EXPLORATION

Program in which students examine many career opportunities, competencies necessary for job success, and potential rewards of various occupations.

CATEGORICAL AID

Aids from state and federal funds available to local districts for specified educational programs.

CLUSTER VOCATIONAL ADVISORY COMMITTEE

Selected individuals representing employers, labor, and related organizations who assist staff in assuring that a vocational program is realistic for the cluster of occupations in which they are familiar.

COOPERATIVE PROGRAM

A method for teaching one phase of an occupational program. Students apply in-school learnings on a real job. A teacher-coordinator works with employers and individual students in an educational setting to assure progress towards the individual's career goal.

COORDINATOR OF SECONDARY VOCATIONAL EDUCATION PROGRAMS

Department of Education staff assigned to coordinate secondary level vocational programs; accountable to the Director of Operations, Vocational-Technical Division, Department of Education.

EXECUTIVE COMMITTEE

Representatives of the Governing Board with specified decision-making authority for a vocational center.

FOUNDATION AID

State monies distributed to districts for maintenance of educational programs on a pupil-unit basis.

GENERAL ADVISORY COMMITTEE

Representatives of several career clusters who assist in development and maintenance of the total vocational program.

GOVERNING BOARD

The decision-making body which represents all member school districts and the contracting school.

INTERNSHIP PROGRAM

A method for teaching one phase of an occupational program. Students apply in-school learnings on a full-time job. An internship may be arranged for several months. A teacher-coordinator works with students and employers on this program to assure progress toward the students' career goals.

LOCAL PLAN

A plan for programming and financing vocational education in a school district or a group of school districts.

LOCAL VOCATIONAL PROGRAM DIRECTOR

A vocationally certificated administrator who develops, operates, and recommends changes in a vocational center under the direction of the Governing Board.

MEMBER SCHOOLS

Schools within commuting distance that have agreed to provide vocational education cooperatively through a vocational center.

SIMULATED VOCATIONAL PROGRAM

A laboratory designed as a model of employment in the cluster of occupations to be taught. Students encounter realistic job experiences in this setting.

SPECIAL NEEDS STUDENTS

Students who do not compete successfully in a regular program. Special assistance or special programs are required to assist these students.

STATE BOARD

Minnesota State Board for Vocational Education.

SUPERVISING SUPERINTENDENT

Superintendent on the Executive Committee designated to supervise the Local Vocational Program Director.

VOCATIONAL EDUCATION

Education for individual career development including: (1) programs planned for career exploration, pre-post-secondary education, entry into the world of work or upgrading for competence in employment; and (2) integration of world-of-work concepts and relationships throughout the preschool-adult curriculum.

VOCATIONAL YOUTH GROUP

An organization within a vocational program which enriches the vocational program and promotes student leadership.

WHAT IS A VOCATIONAL CENTER?

A vocational center is a joint effort among neighboring districts to provide comprehensive vocational education for K-12 students and adults in the community. Priority should be placed on providing career cluster programs for all senior high students. A vocational center is not intended to lead a district toward area vocational-technical school designation.

GOALS FOR A VOCATIONAL CENTER

To provide vocational education in a variety of career clusters for senior high students at various levels (exploratory, pre-post-secondary, and terminal) dependent upon individual goals.

To provide career exploration for all junior high students.

To provide orientation to the world of work for all K-12 students.

To upgrade adults for career stability or career advancement or to retrain them for new or different occupations appropriate for individual interest and ability.

The same goals are recommended for all comprehensive school systems.

CONSIDERATIONS IN PLANNING FOR A VOCATIONAL CENTER

A group of districts for a vocational center should be identified on the basis of distance between schools, transportation for staff and students, student population, and existing cooperative efforts among school districts. Students in parochial schools should be served on a shared-time basis as well as the public school students. When state lines are crossed, students from outside of Minnesota are reimbursed by their school districts and by the state and federal funds from their resident state. When it is difficult to include an adequate number of students to provide a variety of career cluster programs, two neighboring centers might share staff and/or programs. All vocational center efforts are voluntary. When it is determined that a vocational center will meet student needs, all schools within commuting distance should be encouraged to join in order to assure

reaching the largest number of students with the most efficiency.

Development and Operation

PROCEDURES FOR DEVELOPMENT PRIOR TO IMPLEMENTING PROGRAMS

1. Explore the interest of all neighboring schools in establishing a vocational center so as to provide more students with quality vocational education. The greater the population base of the combined districts, the greater the opportunity for providing a variety of career clusters efficiently.
2. Each potential district's school board should pass a resolution supporting their intentions to establish a vocational center. (See page 20.)
3. Appoint a full-time Director one year before the center will offer programs. If you desire reimbursement on the Director's salary, he must be certified as a Local Vocational Program Director according to the Minnesota State Plan for Vocational-Technical Education.
4. Inventory existing vocational or related programs at each potential member school.
5. Educate communities, administrators and staff in potential member school districts to goals and objectives of this cooperative venture.
6. Survey each community, surrounding area and nearby metropolitan areas for employment opportunities and cooperative work stations. Collect information about jobs held by former students.
7. Survey students to determine interest in career clusters representing the full range of occupational opportunity. Complete descriptions of courses and job opportunities should be available to students. Check Minnesota Scholastic Aptitude Test (MSAT) results.
8. Interested schools should have representatives analyze the surveys and other information to establish program priorities. An advisory committee should be selected to represent each career cluster.

9. The member schools should enter into a legal agreement, and a copy should be forwarded to the Coordinator of Secondary Vocational Education Programs, Division of Vocational-Technical Education, State Department of Education. (See page 21 for example.)

10. Form a center Governing Board with each district having representation.

11. The Governing Board should select an Executive Committee as defined in the Joint Agreement for Vocational Center on page 21.

12. Determine whether existing programs will become a part of the vocational center or whether they will continue to be administered by individual districts. In either case, arrange for coordination of efforts in providing for career development.

13. Under the guidance of the Director, a plan should be developed to serve students with a variety of interests. A vocational advisory committee should be established for each program to aid in the development of the plan.

14. The plan for the first year should be forwarded to the Vocational-Technical Division of the State Department of Education for evaluation and recommendations. This plan should include proposed first-year programs, rationale, and budget.

15. The Director should meet with appropriate Vocational-Technical Division staff to discuss plans and recommendations. Approval for operating a reimbursable vocational center or recommendations for changes in the proposal will be made by the Vocational-Technical Division.

16. Select facilities approved by the Vocational-Technical Division for each program. Plan for a master schedule among member schools so that students and staff can be scheduled and transported when needed.

17. The approved plan should be submitted to the Vocational-Technical Division on the Local Annual Plan for Vocational Education form.

18. Seek staff for each program and employ them. If the program is to be reimbursed, be <u>certain</u> that staff can be certificated according to the Minnesota State Plan for Vocational-Technical Education.

19. The Governing Board should determine how many credits will be earned by students in each type of vocational program.

20. Provide for staff to develop or adapt curricula before the program begins. Provide for a vocational youth group in each career cluster.

21. The Governing Board should select an appropriate name for the vocational center. The terminology "vocational center" must be included in the name.

RECOMMENDED CALENDAR OF EVENTS TO BEGIN A VOCATIONAL CENTER
(17 months from idea stage to operation)

April ---- Explore interest of potential cooperating districts. Hold initial joint orientation meeting (invite state staff).

May ------ Survey students, existing staff, and community for interest. Inventory existing programs.

June ----- Resolutions received from potential cooperating districts stating intent to employ leadership personnel to implement a vocational center.

July ----- Secure applications for Local Vocational Program Director.

August --- Screen applicants for Director.

September- Employ full-time Director.

October -- Inform community administrative staff and students of the goals, objectives, and purposes of the vocational center. Study potential programs, facilities, staffing, and employment.

November - Analyze information resulting from surveys.

December - Formulate program plan for first year of operation.

January -- Submit plan to Vocational-Technical Division, State Department of Education. Participating districts enter into legal agreement. Form Governing Board.

February - Begin securing facilities, staff, and equipment.

March ---- Student identification and scheduling.

April ---- Finalize schedules for coming year.

May ------ Prepare initial plans for adult education programs.

June ----- Finalize staff, facilities, and equipment procurement. Employ necessary staff to implement programs in September.

July ----- Construct detailed curricula.

August --- Teacher Workshops. State-Called Vocational Conference.

September- Commence operation.

OPERATING A VOCATIONAL CENTER

-Review all procedures for developing a vocational center. Provide for continuous inputs by all cooperating instructional staff from member schools. Arrange for placement of graduates in post-secondary education programs or on jobs. Competencies for program completion and curriculum for each level of instruction should be provided for, so that career ladders will be visible to students as well as employers.

-Provide for a variety of adult vocational programs which assist individuals and employers in the community.

-Evaluate each program annually or more often if necessary. Make changes to assure that student goals for vocational education can be met.

-Plan for expansion or program changes as student interests and/or the employment market change.

-Plan for career development K-12. All school staff (including certified personnel, education technicians, school food service staff, custodians, bus drivers, school secretaries, and all other professional and supportive staff) should be given assistance to assure that learning is appropriate for exploring career opportunities, becoming oriented to the world of work, and preparing for employment.

-Work cooperatively with advisory committees in planning and evaluating programs.

-Arrange for curriculum coordination between vocational center programs and post-secondary programs at nearby area vocational-technical schools and at other education institutions where students may enroll.

RECORDS

Fiscal responsibility and student accountability records must be maintained. The budget and recordkeeping system must be separate from other school accounts. Recommended records include but are not limited to:

-Inventory and depreciation of equipment which has been transferred to the vocational center from member districts.

-Inventory and depreciation of new equipment.

-Instructional supplies.

-Salary for all staff.

-Travel expenses for staff.

-Transportation expenses for students.

-Building costs.

-Educational placement of graduates.

-Job placement of graduates.

-Cooperative arrangements with employers.

-Advisory committee minutes.

-State foundation aid transferred to the center.

-Fees paid by adults.

-Cost per student.

When applicable, maintain the above information for full-time students, adults, summer school students, and any other individuals served.

FUNDING AND COSTS

DESCRIPTION OF FUNDING PATTERN

Costs for the vocational center should be charged to the account for the center. Costs associated with the operation of approved occupational programs of the center are currently reimbursed at 50 per cent subject to the availability of funds. Salaries of adult supplementary instructors are currently reimbursed at 75 per cent

subject to the availability of funds. Salaries of adult preparatory instructors are currently reimbursed at 50 per cent subject to the availability of funds.

Foundation aid for student time spent in a vocational center program is transferred from the member schools and the contracting school to the vocational center. If schools are on a seven-period day, two-sevenths of the foundation aid for each attending student in a two-period program is transferred to the vocational center. If the participating schools are on a six-period day and students participate in a two-period program at the center, one-third of the foundation aid follows the student to the vocational center.

To determine costs to local districts, aids are subtracted from total costs. Then each participating district pays the vocational center its share based upon member district population. Tables I, II, and III on the following pages illustrate how vocational center costs are reimbursed, and how local costs are divided among member districts.

TABLE I

VOCATIONAL CENTER COSTS

SAMPLE FOR FIRST YEAR OF OPERATION

ITEM	TOTAL COST	STATE & FEDERAL VOC. FUNDS	FOUNDATION AID & LOCAL COST
Local Vocational Program Director	17,000	8,500	8,500
Vocational Instructor-Secondary	9,000	4,500	4,500
Vocational Instructor-Secondary	8,000	4,000	4,000
Vocational Instructor-Secondary	10,500	5,250	5,250
Part-Time Vocational Instructor	4,000	2,000	2,000
Teacher Technician (noncertified)	3,000		3,000
Instructional Equipment	70,000	35,000	35,000
Instructional Supplies	3,500	1,750	1,750
Lease	3,000		3,000
Transportation of Students	12,000		12,000
Adult Vocational Instructor	600	450	150
Adult Vocational Instructor	320	240	80
Adult Vocational Instructor	400	300	100
Adult Vocational Instructor	320	240	80
Adult Vocational Instructor	160	120	40
TOTAL	141,800	62,350	79,450

TABLE II

VOCATIONAL CENTER COSTS

SAMPLE FOR SECOND YEAR OF OPERATION

ITEM	TOTAL COST	STATE & FEDERAL VOC. FUNDS	FOUNDATION AID & LOCAL COST
Local Vocational Program Director	18,000	9,000	9,000
Vocational Instructor-Secondary	9,500	4,750	4,750
Vocational Instructor-Secondary	8,500	4,250	4,250
Vocational Instructor-Secondary	11,000	5,500	5,500
Vocational Instructor-Secondary	8,000	4,000	4,000
Vocational Instructor-Secondary	9,000	4,500	4,500
Vocational Instructor-Secondary	9,000	4,500	4,500
Teacher Technician (certified)	4,000		4,000
Instructional Equipment	30,000	15,000	15,000
Instructional Supplies	6,000	3,000	3,000
Lease and Maintenance Cost	17,000		17,000
Transportation of Students	14,000		14,0[illegible]
Adult Vocational Instructor	600	450	150
Adult Vocational Instructor	600	450	150
Adult Vocational Instructor	160	120	40
Adult Vocational Instructor	2,000	1,500	500
Adult Vocational Instructor	400	300	100
Adult Vocational Instructor	400	300	100
Adult Vocational Instructor	600	450	150
TOTAL	148,760	58,070	90,690

TABLE III

VOCATIONAL CENTER COST DISTRIBUTION

Sample based on First-Year Costs in Table I

SCHOOL DISTRICT	TOTAL SECONDARY ENROLLMENT	PERCENT OF ENROLLMENT OF ALL PARTICIPATING DISTRICTS	NUMBER ATTENDING CENTER°	ELIGIBLE AMOUNT FOR FOUNDATION AID	FOUNDATION AID TRANSFERRED FROM DISTRICT TO CENTER***	STATE & FEDERAL VOCATIONAL FUNDS	FUNDS FROM ADULT EDUCATION FEES	COST BASED ON TOTAL ENROLLMENT (PAID TO CENTER BY DISTRICT)
Swim Lake	125	7.0	10	180	600*	X	X	4,924.50
Butler	400	22.2	15	300	2,500***	X	X	19,486.94**
Smith Bay	75	4.2	10	300	1,000*	X	X	2,954.70
St. Peter Parochial	100	5.5	10	0	0**	X	X	0
West Park	900	50.0	45	240	3,600*	X	X	35,175.00
Lawnville	200	11.1	10	330	1,100*	X	X	7,808.85
TOTAL	1,800	100.0	100	X	8,800	62,350#	300±	70,350.00

*In sample Foundation Aid is based on 100% average daily attendance. In reality monies transferred to center should be based upon actual average daily attendance for each district.

**Foundation Aid for parochial students on shared time goes directly to the resident public school. Butler received Foundation Aid for St. Peter students as well as Butler full-time students. Butler also pays for other costs for St. Peter students.

***Foundation Aid transferred from each district to the vocational center is determined on assumption that 1/3 of student time was spent in a program provided by the vocational center.

#Categorical aid reimbursed directly to the vocational center.

±Fees are charged to adults or employers to absorb part of the adult education costs.

°Participation should be based on member school's enrollment.

Programs and Goals

STUDENT GOALS

Terms such as "elementary" and "senior high" are not intended to limit innovations in serving individuals with similar needs in the same program or with limiting innovation of school organization. The terms are merely used to orient the reader to that portion of the present organizational structure to which the suggested goals refer.

Elementary (Goals are integrated in all courses.)

-To develop self confidence in obtaining goals.

-To relate roles in living to roles in employment.

-To realize that our society is composed of individuals who contribute in various ways.

-To learn basic skills of critical thinking, communicating, and computation.

-To identify individual interests and abilities.

-To develop a sense of self worth and self realization.

Junior High (Goals are integrated in all courses.)

-To develop ability to set realistic goals for individual interests, abilities, needs, and values.

-To develop ability to plan for meeting individual goals.

-To carry out plans for reaching individual goals.

-To explore opportunities and competencies required in the full range of occupational choices.

Senior High (Options to students.)

-To explore job opportunities and competencies required in a career cluster.

-To prepare for entry into a job.

-To prepare for specialized education at the post-secondary level.

-To relate basic education courses to individual career goals.

-To develop a life style based on interests, abilities, needs, and values.

Adult

-To upgrade for job stability or career advancement.

-To prepare for new or different employment appropriate for individual abilities and interests.

SUPPORT FOR VOCATIONAL EDUCATION

The Congress of the United States has expressed a concern for providing every person with the opportunity to prepare for employment. The 1968 Amendments to the Vocational Education Act of 1963 have provided commitment and finances toward this goal. The Minnesota Legislature has provided monies so that Minnesota's youth and adults will be provided with vocational education.

Historically Minnesota's secondary schools have not provided sufficient vocational education in a wide variety of occupations. Reasons for this include: (1) priorities that have been placed on college-bound students in the past, (2) the small number of students interested in each career cluster, and (3) the significant initial investment which is required for quality vocational education. The vocational center concept is a method for providing vocational-technical education.

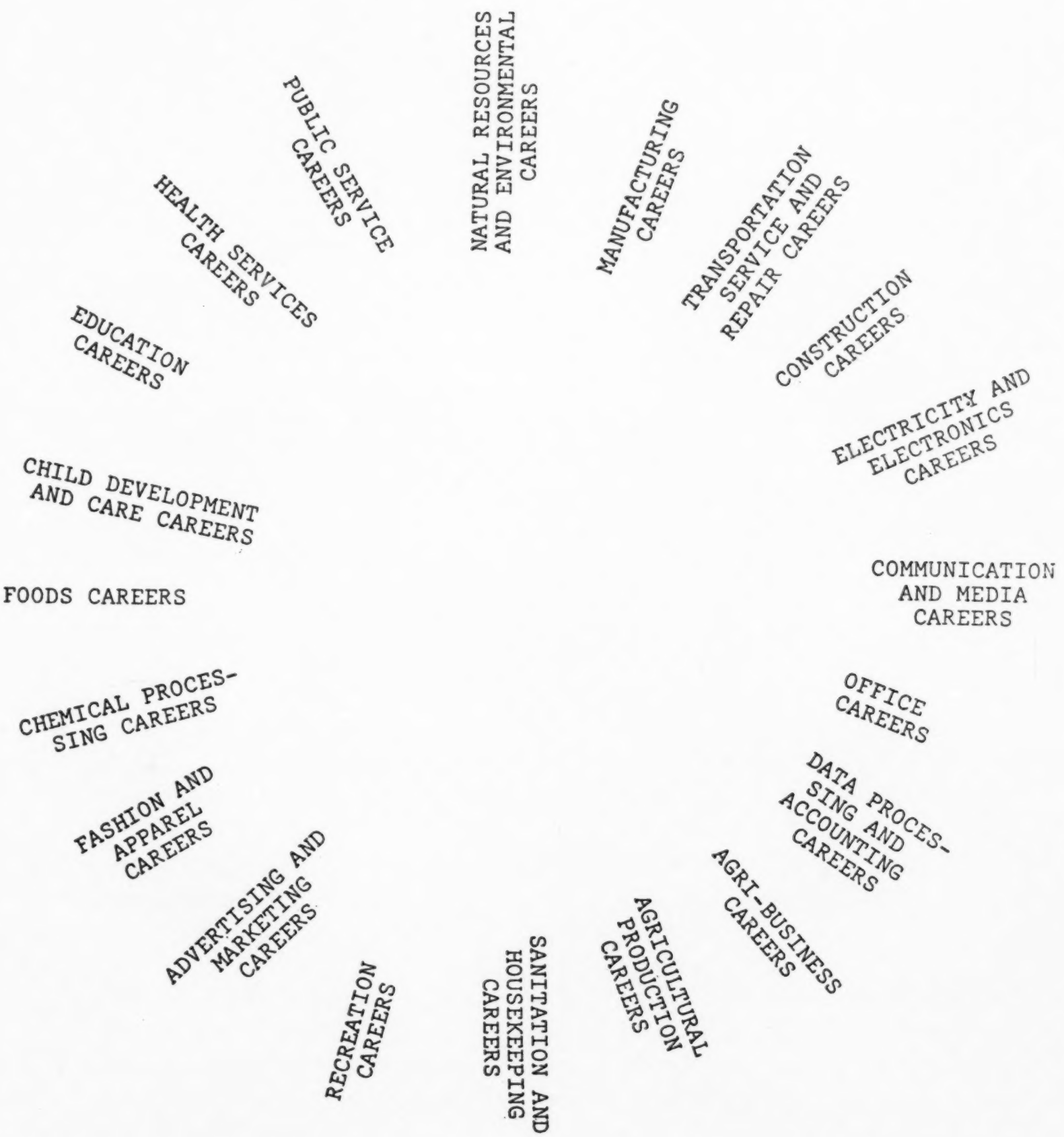
A vocational center is intended to strengthen and extend existing programs and to provide an opportunity to expand offerings to include additional career preparation. A student enrolls in his school for those courses that can be provided there and may be transported to another location for those programs which are not offered at his school. Students are granted high school credits for vocational education obtained through the center.

In order to assure individuals the opportunity to attain goals appropriate for their needs, career clusters should be offered at the senior high level. Each of the clusters identified in Table IV

provides opportunities for individuals with many levels of ability and education.

TABLE IV

CAREER CLUSTERS FOR SECONDARY-LEVEL VOCATIONAL PROGRAM



OCCUPATIONAL EDUCATION FOR SENIOR HIGH STUDENTS

Students who are interested in preparing for employment should have an opportunity to enroll in a vocational program. Career cluster programs allow students to choose an area of interest. The center supports the valuable educational contributions of the member districts.

Two widely-used methods for job training are the cooperative method and the simulated method. In order to determine which method to use for each career cluster, analyze the community resources for occupations in the cluster. If inadequate training stations are available, it may be wise to offer a simulated program in a two-hour or a three-hour time block. Students could then go on to specialized post-secondary education or directly to employment.

The Director, instructional staff, and vocational advisory committee should determine what combination of classroom, laboratory, simulated environment, half-day cooperative experiences, or internships will meet program objectives. It is important to maintain flexibility so that individual student needs can be met within each career cluster.

Consultative services on establishing a vocational center, including administration and financial structure, are available from the Coordinator of Secondary Vocational Education Programs, Division of Vocational-Technical Education, State Department of Education. In addition, information and assistance is available from the Division's Program Planning and Development Section. Consultative services on staffing, facility planning, and curriculum for career cluster programs are available from the Division's Program Operations Section.

As the vocational center develops, you will want to offer career clusters that meet the needs of all students. As each career cluster is developed, an opportunity arises for member districts to relate individual student's total program to career objectives. Thus responsibility for a meaningful program for each student remains with individual school districts.

CAREER EXPLORATION

To assist senior high students in wise selection of career clusters, younger students need exposure to the full range of occupational choices. This opportunity might be provided by offering courses in career exploration, including units in all courses to familiarize students with related occupations or rotating vocational cluster staff through member schools and/or through group career guidance. Depending upon local circumstances, these opportunities might be offered at each member school or in the vocational center facilities.

CAREER DEVELOPMENT K-12

Education should be designed to prepare each individual for living and for the world of work. All school staff in all subjects should provide learning experiences that are realistic for today's employment patterns and today's variety of life styles. The vocational center Director and staff can provide leadership in the member districts toward achieving this goal.

MATERIALS AND MEDIA FOR TOTAL CAREER DEVELOPMENT

A vocational center will provide instructional equipment and materials for each career cluster taught. Making these and additional materials available to all who wish to assist students in developing toward career goals should be a concern for the vocational administrator.

ADULT VOCATIONAL PROGRAMS

A vocational center should provide for a variety of adult programs which will assist employees and employers in the community. These programs should be offered at times and locations convenient for the participants.

CONSUMER-HOMEMAKING PROGRAMS FOR YOUTH AND ADULTS

All students should have an opportunity to enroll in courses designed to prepare them for the role of consumer, fulfilled individual, and/or parent. This program should be provided at many locations under the guidance of the Local Vocational Program Director.

PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS

The vocational center should provide for necessary supportive services so that students can succeed in the program in which they enroll. Upon completion of the program, students with special needs should be qualified to obtain and retain entry-level employment.

(Model)

RESOLUTION TO DEVELOP VOCATIONAL CENTER

WHEREAS, the Board of Education of District _____ is concerned with providing vocational education for youth and adults, and

WHEREAS, cooperation with neighboring districts will result in the greatest efficiency in providing a variety of vocational programs,

THEREFORE, BE IT RESOLVED; that the Board of Education of District _____ desires to participate in the establishment of a vocational center as permitted by Minnesota Statute 471.59.

BE IT FURTHER RESOLVED, that staff will be hired to develop, a vocational center, and costs of development, prior to the formation of a vocational center, will be absorbed proportionately by each of the potential member districts.

JOINT AGREEMENT FOR VOCATIONAL CENTER

This agreement entered into on this ____ day of _____, 197__, by and between Independent School Districts numbered _____, District No.

(_____); _____, (_____);
Name of School District No. Name of School

_____, (_____); _____,
District No. Name of School District No.

(_____); _____, (_____);
Name of School District No. Name of School

_____, (_____) (hereinafter referred to as
District No. Name of School

"member districts").

Witnesseth that:

WHEREAS, the parties to this agreement have as one of their purposes the provision of vocational education to youth and adults, and

WHEREAS, it is felt by each member district that this can best be accomplished by cooperative efforts, and

WHEREAS, Minnesota Statutes, Section 471.59, authorizes the member districts to jointly or cooperatively exercise any power common to the contracting parties,

NOW THEREFORE, the parties to this agreement, pursuant to the authority and in accordance with the conditions specified in Minnesota Statutes, Section 471.59, hereby agree as follows:

1. PURPOSE OF AGREEMENT. The purpose of this agreement shall be to cooperate in order to provide for comprehensive vocational education within the geographical boundaries of member districts, including a variety of career clusters for senior high school students, career exploration for all junior high school students, orientation to the world of work for students in kindergarten

through grade 12, and vocational upgrading and retraining for adults.

2. ACCOMPLISHMENT OF PURPOSE. The comprehensive vocational education program shall be accomplished by the creation of a governing board which shall, on behalf of the member districts, apply for, receive, and administer education funding including state and federal vocational reimbursements. The governing board shall administer these funds and exercise its authority in such a way as to accomplish the purpose of this agreement as set forth in paragraph one. This shall include the establishment of a vocational center, which will offer vocational programs as provided for by the State Board of Education, and which shall be named _____ _____ with an identification number to be assigned by the Commissioner of Education. The care, management, and control of the vocational center shall be vested in the governing board.

3. GOVERNING BOARD. The governing board shall:

a. Be composed of ____* persons, ____ of which shall be chosen by the Board of Education of each member district;

b. Employ a local vocational program director who shall be certificated according to the Minnesota State Plan for Vocational-Technical Education and who shall administer the vocational center;

c. Hold an annual meeting, and may meet more frequently upon the request of the local vocational program director or upon the written request of two or more member districts;

*Select one, two, or three representatives, depending upon the number of members desired on the governing board and the number of member districts.

d. Select an executive committee composed of one superintendent of a member district, the local vocational program director, and one member from the governing board. The superintendent serving on the executive committee shall act as the supervisor of the local vocational program director;

e. Adopt by-laws to govern its operation;

f. Establish a recordkeeping system and financial system separate from any of the member districts.

4. CONTRACTS; DISBURSEMENT OF FUNDS. The governing board may enter into contracts and disburse funds as it deems appropriate. In exercising these powers the governing board shall comply with all of the statutory provisions which are applicable to the member districts.

5. FINANCING OF VOCATIONAL PROGRAM. The vocational program implemented pursuant to this agreement shall be financed by:

a. The transfer by member districts to the governing board of state foundation aids received for the time each student participates in the joint program;

b. Charging tuition when appropriate;

c. Aids and reimbursements received by the governing board;

d. Payments to the governing board by member districts based upon resident district student population as described in the by-laws of the governing board.

6. SEPARATE BENEFITS FOR MEMBER DISTRICTS. Nothing herein shall prevent any member district from applying separately for any benefits to which it may itself be entitled.

7. ADDITION OF MEMBER DISTRICTS. Other school districts may become parties to this agreement and may participate in the

activities of the governing board upon such terms and conditions as the parties hereto may approve.

8. WITHDRAWAL OF MEMBER DISTRICTS. Any member district may withdraw by resolution of its board of education and upon written notice given to the governing board. Such withdrawal shall become effective no sooner than six months after receipt of the notice or on June 30 after receipt of the notice, whichever is later. The governing board shall in accordance with its by-laws return to the withdrawing district its proportionate share of property and funds contributed to the joint program. Any state aids received by the withdrawing district after the date of withdrawal for students who attended the vocational center shall be forwarded to the governing board upon receipt thereof by the district.

9. DISSOLUTION. This agreement shall continue in force until the majority of the remaining member school districts shall mutually agree to terminate this agreement and dissolve the governing board. Upon dissolution of the governing board all of the property and remaining funds shall be divided among all remaining member districts. Distribution shall be determined on the basis of the resident student population of each district, the number of years of participation by each district, and the proportionate contributions made pursuant to this agreement by the districts.

MINNESOTA STATUTES 1969

Section 471.59 Joint Exercise of Powers.

Subd. 1. Agreement. Two or more governmental units, by agreement entered into through action of their governing bodies, may jointly or cooperatively exercise any power common to the contracting parties or any similar powers, including those which are the same except for the territorial limits within which they may be exercised. The agreement may provide for the exercise of such powers by one or more of the participating governmental units on behalf of the other participating units. The term "governmental unit" as used in this section includes every city, village, borough, county, town, and school district, and other political subdivision of this or any adjoining state, and any agency of the State of Minnesota or the United States.

Subd. 2. Agreement to state purpose. Such agreement shall state the purpose of the agreement or the power to be exercised and it shall provide for the method by which the purpose sought shall be accomplished or the manner in which the power shall be exercised. When the agreement provides for use of a joint board, the board shall be representative of the parties to the agreement. Irrespective of the number, composition, terms, or qualifications of its members, such board is deemed to comply with statutory or charter provisions for a board for the exercise by any one of the parties of the power which is the subject of the agreement.

Subd. 3. Disbursement of funds. The parties to such agreement may provide for disbursements from public funds to carry out the purposes of the agreement. Funds may be paid to and disbursed by such agency as may be agreed upon, but the method of disbursement shall agree as far as practicable with the method provided by law for the disbursement of funds by the parties to the agreement. Contracts let and purchases made under the agreement shall conform to the requirements applicable to contracts and purchases of any one of the parties, as specified in the agreement. Strict accountability of all funds and report of all receipts and disbursements shall be provided for.

Subd. 4. Termination of agreement. Such agreement may be continued for a definite term or until rescinded or terminated in accordance with its terms.

Subd. 5. Shall provide for distribution of property. Such agreement shall provide for the disposition of any property acquired as the result of such joint or cooperative exercise of powers, and the return of any surplus moneys in proportion to contributions of the several contracting parties after the purpose of the agreement has been completed.

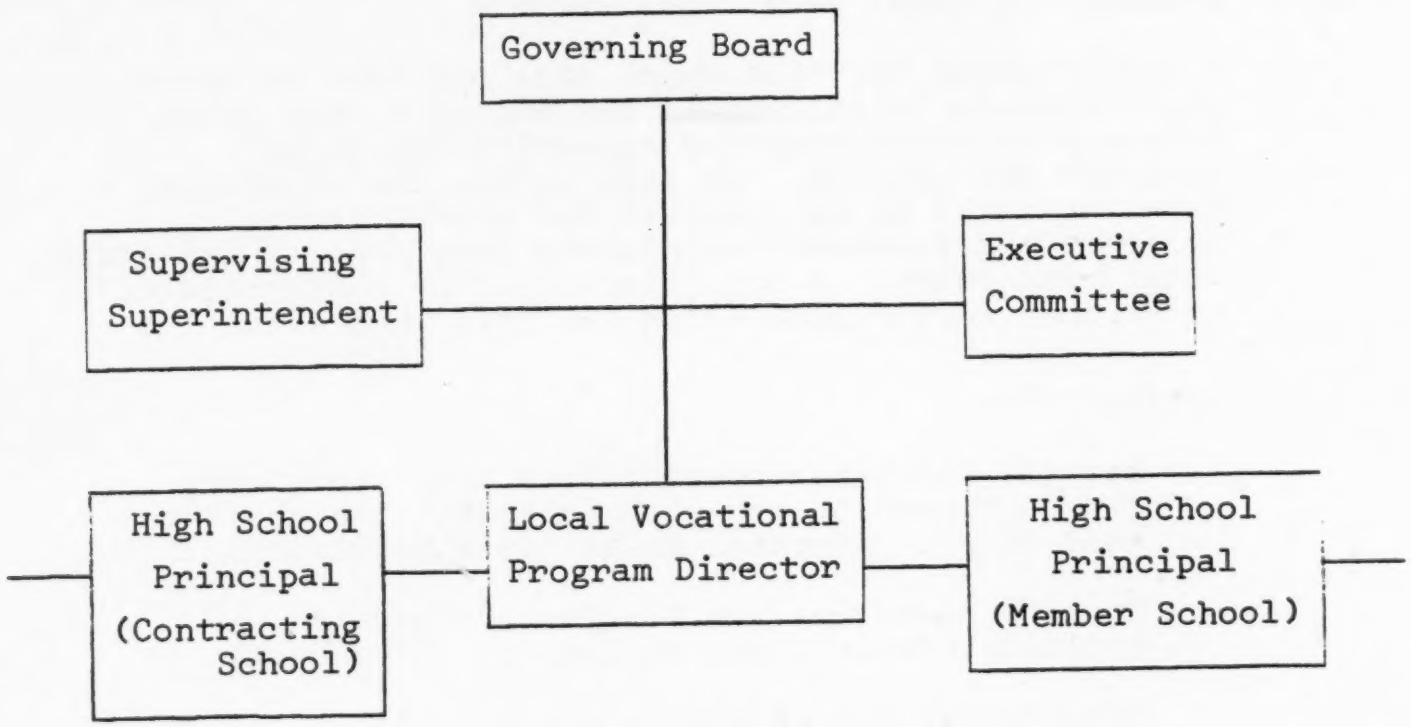
Subd.6. Residence requirement. Residence requirements for holding office in any governmental unit shall not apply to any officer appointed to carry out any such agreement.

Subd. 7. Not to affect other acts. This section does not dispense with procedural requirements of any other act providing for the joint or cooperative exercise of any governmental power.

(1943 c 557; 1949 c 448 s 1, 2, 3; 1961 c 662 s 1, 2; 1965 c 744 s 1-3)

TABLE V

ORGANIZATION CHART FOR VOCATIONAL CENTER



EXCERPT FROM THE MINNESOTA STATE PLAN FOR VOCATIONAL-TECHNICAL EDUCATION (underlined portions are taken from the proposed 1971 amendments to the State Plan)

1.32-3 Director of Local Vocational Program

A local school district which does not have an area vocational-technical school may employ a vocational director to administer and supervise vocational programs and courses. In such cases, the vocational director shall be responsible for all vocational programs and personnel reimbursed from federal and state vocational funds. A qualified director shall hold a vocational certificate valid for this position.

Duties

Recruit teachers, coordinators and supervisors and recommend to the superintendent the appointment of all personnel under his supervision.

Prepare plans for new programs, expansion, building, facilities, equipment, and budget.

Provide for the effective articulation of all levels of programming within his district and as feasible in his service area.

Prepare brochures for general distribution; visit surrounding high schools, confer with school superintendents, principals, counselors and prospective students.

Provide pre-service and in-service teacher training; assist teachers in preparing a course of study and planned lessons; provide instructional supervision of students in the building.

Requisition and recommend purchase of equipment, supplies, instructional materials and other needed items for the effective operation of the vocational program.

Prepare vocational reports--financial, statistical and descriptive--required by the local board of education, the superintendent, the State Director and the State Board.

Promote good public relations through publications, speeches, news media and the use of advisory committees.

Periodically provide an evaluation of the effectiveness of the program by means of job placement, follow-up of students on the job and consultation with industries that are employing the students.

Qualifications

Shall have a current, valid vocational certificate which includes or has added to it the following qualifications:

A minimum of 15 quarter credits of professional course work in vocational education which is designed to develop adequate competencies in the following areas: (1) philosophy of vocational education, (2) organization and administration of vocational education, (3) leadership and management techniques, (4) coordination techniques, (5) methods of cooperative education.

Currently practicing as a vocational educator or in a business or industry management role.

6,000 hours of occupational experience beyond the learners level in a variety of occupations.

EXCERPT FROM THE MINNESOTA STATE PLAN FOR VOCATIONAL-TECHNICAL EDUCATION (taken from the proposed 1971 amendments to the State Plan)

3.0 State Vocational-Technical Education Programs

3.0-1 A vocational center can be reimbursed for vocational-technical programs offered to residents of the participating districts. Approval for developing a vocational center shall be based on:

1. A group of districts having signed a joint agreement based on Minnesota Public School Law 471.59 or on another legal basis for cooperation among districts.

2. Offering a minimum of five varied career clusters at the senior high school level including, but not limited to:

   Advertising and Marketing Careers
   Agri-Business Careers
   Agriculture Production
   Chemical Processing Careers
   Child Development and Care Careers
   Communication and Media Careers
   Construction Careers
   Data Processing and Accounting Careers
   Education Careers
   Electricity and Electronics Careers
   Fashion and Apparel Careers
   Foods Careers
   Health Services Careers
   Manufacturing Careers
   Natural Resources and Environmental Careers
   Office Careers
   Public Service Careers
   Recreation Careers
   Sanitation and Housekeeping Careers
   Transportation Service and Repair Careers

3. Each secondary program shall provide an opportunity for students to reach as many of the following objectives as meet his needs:

   To explore occupations within a career cluster.

   To prepare for employment immediately after completing the program.

   To prepare for post-secondary career education.

   To relate all basic education to individual career goals.

4. A certified vocational director shall be responsible for the program.

Federal and state monies shall be reimbursed to the center. Vocational center finances shall be kept separate from individual school districts.

LEGISLATIVE BILL: HOUSE FILE No. 459

AN ACT relating to education; public school classifications and definitions; amending Minnesota Statutes 1969, Section 120.05.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. Minnesota Statutes 1969, Section 120.05, is amended to read:

120.05 (PUBLIC SCHOOLS.) Subdivision 1.

(CLASSIFICATION.) For the purpose of administration the state board shall classify all public schools under the following heads, provided the requirements in subdivision 2 are met:

(1) Elementary,
(2) Middle school,
(3) Secondary
(4) Vocational-center school,
(5) Area vocational-technical school.

Subd. 2. (DEFINITIONS.) (1) Elementary school means any school with building, equipment, courses of study, class schedules, enrollment of pupils ordinarily in grades one through six or any portion thereof and staff meeting the standards established by the state board of education.

(a.) The state board of education shall not close a school or deny any state aids to a district for its elementary schools because of enrollment limitations classified in accordance with the provisions of subdivision 2, clause (1).

(2) Middle school means any school other than a secondary school giving an approved course of study in a minimum of three consecutive grades above fourth but below tenth with building, equipment, courses of study, class schedules, enrollment and staff meeting the standards established by the state board of education.

(3) Secondary school means school with building, equipment, courses of study, class schedules, enrollment of pupils ordinarily in grades seven through twelve or any portion thereof and staff meeting the standards established by the state board of education.

(4) A vocational center school is one serving a group of secondary schools with approved areas of secondary vocational training and offering vocational secondary and adult programs necessary to meet local needs and meeting standards established by the state board of education.

(5) An area vocational-technical school is a school organized according to section 121.21, and standards established by the state board of education.

House File No. 459

Aubrey W. Dirlam
Speaker of the House of Representatives.

Rudy G. Perpich
President of the Senate.

Passed the House of Representatives this 2nd day of April
in the year of Our Lord one thousand nine hundred and seventy-one.

Edward A. Burdick
Chief Clerk, House of Representatives.

Passed the Senate this 31st day of March
in the year of Our Lord one thousand nine hundred and seventy-one.

George G. Goodwin
Secretary of the Senate.

Approved April 12, 1971

Wendell R. Anderson
Governor of the State of Minnesota.

Filed April 12, 1971

Arlen I. Erdahl
Secretary of State.

SOURCES OF ADDITIONAL INFORMATION

THE ADVISORY COMMITTEE & VOCATIONAL EDUCATION, 1969. A description of the selection and use of a vocational advisory committee. American Vocational Association, 1510 H Street N.W., Washington, D.C. 20005

ESTABLISHING AND OPERATING A SECONDARY VOCATIONAL PROGRAM, 1970. A description of developing secondary vocational programs, whether in a comprehensive high school or secondary vocational center. Vocational-Technical Education Division, State Department of Education, St. Paul, Minnesota 55101

MINNESOTA STATE PLAN FOR VOCATIONAL-TECHNICAL EDUCATION (revised annually). An agreement between the Minnesota State Board for Vocational Education and the United States Office of Education, which identifies standards to be met when federal vocational funds and state matching funds are expended. Available from superintendent of your local school or the Vocational-Technical Education Division, State Department of Education, St. Paul, Minnesota 55101

REPORT OF THE MINNESOTA STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION, 1970. The first annual report of the Minnesota State Advisory Council for Vocational Education -- recommends that educational policy be redirected toward education for living and for the world of work. Available from Enright & Associates, 555 Wabasha Street, Suite 201, St. Paul, Minnesota 55101

When surveying the communities for employment opportunities and for training stations, the following might be consulted:

- Minnesota Department of Manpower Services
- Minnesota State Department of Education
  Vocational-Technical Education Division
- Local community organizations
- Public utilities companies
- Welfare agencies
- School personnel
- Labor unions
- Professional organizations
- Trade organizations
- Individual employers
- Telephone directory